



COTHAM SCHOOL

**Sex and Relationship Education
Policy**

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes

Approved by Governors:

Policy Author:

Review Date: September 2018

Cotham School Sex and Relationship Education Policy 2016

Rationale

PSHEE forms part of the non-statutory guidelines in the secondary national curriculum.

The subject also encompasses Drug Education and Sex and Relationships Education (SRE).

Under the previous Labour government plans were made to make the teaching of PSHEE (including SRE) statutory. The PSHEE department at Cotham is teaching PSHEE as if it were statutory, and will take a similar approach to Drug Education and SRE. There are very good reasons for taking such a robust approach to PSHE Education:

Over 100 leading organisations (including Samaritans, Red Cross, Mind, Terence Higgins Trust, NUS, NUT, Mumsnet, Marie Stopes, the National Secular Society, ROSPA) have pledged support to a campaign to make PSHEE statutory, and a private members bill was introduced by Caroline Lucas in the House of Commons but did not complete the process required to make it an Act of Parliament.

Despite much support from MPs and members of the current cabinet (including Theresa May when she was Home Secretary) for statutory PSHEE and SRE it is still legal for parents to withdraw their children from SRE. If parents wish to withdraw their children from SRE, they will need to contact the PSHEE department either by letter or email. The DFEE provides a pack for parents in this situation in order to support them with their child's understanding of SRE. Details on how to do this are on the School website (Curriculum).

Cotham uses the government endorsed curriculum as set out by the PSHE Association (The government considers this to be a de facto national curriculum for PSHEE).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

At KS4 all students study the AQA level 2 qualification 'Preparation for Working Life' (PWL). This is a full GCSE that offers grades A* - G. PWL enhances substantially the work done by IAG and Careers in equipping students with employability and financial management skills. In 2014 90% of students at Cotham gained A*-C in PWL. Students receive 2 lessons per fortnight of PWL at KS4, in discrete lessons and delivered by experienced staff.

At KS3 students receive one lesson per fortnight of PSHEE in years 7 and 8, increasing to 2 lessons per fortnight in year 9. Ben Saunders is Head of PSHEE and responsible for curriculum. Currently PSHEE lessons are delivered by Ben Saunders and Bobbie Allen.

Sex and Relationships Education

SRE is delivered across the curriculum and covers all of the areas suggested in the 2009/2010 parliamentary bill.

At Key Stage 3 students are taught about:

- The physical and emotional changes during puberty
- Issues surrounding sexual activity; human reproduction; contraception; pregnancy; sexually transmitted infections; HIV and how high risk behaviours affect the health and well-being of individuals, families and communities.
- The features of positive and stable relationships, how to deal with the breakdown of relationships and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, girls and boys and people of the same sex, including civil partnerships. Issues of consent are explored using the Home Office's 'Expect Respect' materials.
- Sexual exploitation and grooming and how to recognise and respond to signs of inappropriate or exploitative relationships. Issues surrounding FGM and self harm (see appendix 1 'How PSHEE contributes to the self harm agenda')
- The nature and importance of marriage and of stable relationships, family and bringing up children.
- The similarities, differences and diversity among people of the different races, cultures and sexual orientations; the impact of prejudice, bullying, discrimination and racism of individuals and communities.
- How sex and sexual images are used in the media and the effect it can have on self-esteem, body confidence and relationships between men and women.

*Most of the SRE content is delivered in the third and fourth terms of year 9.

At Key Stage 4 students are taught about:

- The effect of diverse and conflicting values on individuals, families, communities and ways of responding to them.
- How the media portrays young people; body image and health issues; attitudes towards women.
- The benefits and risks of health and lifestyle choices, including choices related to sexual activity and substance use and misuse; the short term and long term consequences for the health and mental and emotional wellbeing in individuals, families and communities.
- Where and how to obtain health information in conjunction with 4YP Bristol.
- The characteristics of positive relationships, and voluntary organisation that support relationships in crisis. Issues surrounding consent.
- Parenting skills and qualities and their central importance to family life.
- Sexual name-calling, sexual prejudice and discrimination; violence against women.
- Budgeting for families

Drug Education

Drug alcohol and tobacco education is statutory in as far as it is included in National Curriculum Science. However the National Drugs Strategy places expectations on schools which require a broader interpretation than is possible in Science. All schools are now required as part of this strategy to have a programme of drug alcohol and tobacco education and a policy for the management of drug related incidents.

At Cotham students study drug education throughout Key Stage 3 and 4. In Year 9 they study the content that is specified in the AQA GCSE course.

KS3

Alcohol: what is alcohol made from?; % strength of alcohol; units and healthy allowances for adults; increased and high risk drinking and related health issues; social problems of alcohol, including drink driving, underage drinking and alcoholism; attitudes towards drinking, social drinking and peer pressure.

Smoking: Toxic chemicals found in cigarettes; health risks associated with smoking, including Shisha; second hand and third hand smoke and it's potential effect on young children; cigarette litter and how it can be tackled; how government and businesses can try to cut down the number of smokers and prevent young people starting to smoke.

Other Drugs: Drug classifications and what they mean; legality and illegality; potential dangers of legal drugs, including painkillers, solvents, steroids; the potential health risks of illegal drugs; the potential dangers of New Psychoactive Substances ('legal highs') including NOS and cannabinoids.

Drug education at Cotham complies with the desired outcomes of the Drug Education forum which states that drug education should ensure that:

- The risk factors associated with drug misuse are reduced, and the protective factors enhanced.
- Students have sufficient time and the appropriate atmosphere of enquiry to explore the issues of drug use, societal values in relation to drugs, and to develop their attitudes towards drug use.
- Students choose to abstain from drug use, or delay the onset of their first use, or where they are using reduce the harms associated with use.

KS4

Many issues raised at KS3 are revisited. KS4 focuses on the links between drug use and mental illness, particularly with reference to emotional wellbeing and the world of work.

Safeguarding

The non-statutory framework for Personal, Social, Health Economic Education provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils should be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly:
 - health and safety in the workplace
 - recognising hazards and hazard signs
 - fire safety
 - keeping safe on the streets
 - E Safety
 - to judge what kind of physical contact is acceptable and unacceptable;
 - consent in sexual relationships; pressure within relationships; 'sexting' and the sending of explicit material via text, email or social sites.
 - to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help;
 - drug safety
 - CPR training (yr 11)
 - 'Play Your Part' Day (yr 8).
 - to use assertiveness techniques to resist unhelpful pressure.
- See Appendix 2 for more details.

Careers and IAG

PSHEE helps students to:

- Access the impartial careers information, advice and guidance that they need, including support with work experience placements.
- explain key ideas about careers and career development, including the different types of skills and training offered by employers (appraisal, mentoring, shadowing etc).
- understand how work is changing and how this impacts on people's satisfaction with their working lives, including the impact of new technologies and work/life balance.
- understand the organisation and structure of different types of businesses.
- be aware of what job and labour market information is and what it can do for them.
- recognise and stand up to discrimination that is damaging to them and those around them
- be aware of the laws relating to young people permitted hours and how to minimise health and safety risks to them and those around them.
- understand how to manage their money.
- prepare and present themselves well at interview.
- Present CV and letter of application for a job.

SMSC and promoting British values

PSHEE has an important role to play in the promotion of whole school SMSC and British Values. Details of how PSHEE contributes to SMSC and British values can be found in the documents on the school website entitled 'SMSC and PSHEE at Cotham' and 'Progress in PSHE'.

Ofsted

The PSHEE department aims to be outstanding in the following areas:

- Pupils are encouraged to evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.
- Pupils should show outstanding understanding of and commitment to their own and others' health and wellbeing.
- Pupils should have an excellent understanding of relationships, sexual development, sexual consent and respect. They should have a strong understanding of the principles that underpin positive parenting.

- They should be well aware of the dangers of substance misuse.
- They should have a very strong understanding of how to recognise and deal with mental health problems such as stress and eating disorders.
- They should understand how to resist peer pressure and where to go to seek advice.
- They should understand very well the impact of bullying, including racist, homophobic, disablist and transphobic language.
- They should make outstanding progress in developing understanding and skills in relation to business, enterprise, money management and employability.

Policy Review date: September 2018.

Appendix 1

How PSHEE lessons contribute to the self-harm agenda

YEAR 7

- Self-esteem and the link between positive self-esteem/self-confidence and success both academically and socially.
- Arguments: causes of conflict between parents and children and assertive ways to express themselves.
- The causes and impact of bullying and the roles of bystanders (including cyberbullying).
- 'Healthy Body Healthy Mind': what is mental health; how can you keep your mind and body healthy?
- Drug Education: the effects of smoking, solvents, cannabis and alcohol on both physical and mental health.
- The importance of getting enough sleep; sleep and its effects on the body and brain.
- 'Positive parenting': what makes a happy family? What skills to parents need to ensure their children grow up with positive self-image?
- Adult relationships – what physical and mental consequences might there be from starting a sexual relationship too early (including teenage pregnancy)?
- Hormones and their effect on the body and brain during puberty.

YEAR 8

- Stereotypes – positive and negative stereotypes and how they are related to homophobia, sexism, racism and disablism.
- Homophobic bullying: causes and impact on identity and self-esteem (from both the bully and victims perspective).
- Sexism: how are boys and girls treated differently? Are there different expectations of how boys and girls should behave? How does the media, clothing and toy manufacturers stereotype girls and boys – does this have an impact of self-image and the choices boys and girls make in the future?
- How can the global nature of the internet promote positive images of disabled people/tackle racial and national stereotypes etc.
- Racism: how should Bristol recognise its role in the Slave Trade? Building positive images of black contribution to local history.
- Racist bullying – how cultural differences can be understood.
- Recognising potentially abusive behaviour in relationships.
- Self-Harm: how is it linked to emotional health; how to people self-harm/why do they do it? What can be done to help people who self-harm?
- Body Image: how do magazines, pop videos etc promote an unrealistic idea of body perfection; the effect of airbrushing in photographs; links to self-esteem and confidence.

YEAR 9

- Drug Education: the effect of drugs (including alcohol) on mental health and wellbeing.
- Risk factors associated with drug taking, including mental health (with particular reference to Cannabis and legal highs)
- Reasons why people are attracted to certain types of drugs; stimulants, depressants, hallucinogens; understanding the causes of addiction and its potential effects.

SRE

- Understanding the importance of consent and respect in a healthy relationship. Ownership of own body (including FGM, sexual assault/rape)
- Understanding power relations in relationships and how an imbalance of power can lead to abuse. Understanding healthy behaviours, pressures in relationships.
- The importance of safe sexual behaviour, including contraception, and the pressures surrounding sex (e.g. how to deal with someone who refuses to use a condom).
- Signposting organisations that can help young people deal with sex and relationship issues.
- Positive parenting: Maslow's hierarchy of needs; how can parents help the emotional and physical development of their children? What responsibilities do parents have towards their children?

YEAR 10/11

- Stress: its causes, effects and ways to deal with stress. Understanding the link between physical and emotional wellbeing.
- Prejudice and discrimination and its potential physical and emotional effects in society and the workplace, including sexism, racism, homophobia and disablism.
- Self-concept; what factors affect self-concept?; recognising the physical, intellectual, emotional and social aspects of wellbeing (PIES) and applying them to real life situations. Recognising how a healthy balance of PIES can affect how a person responds to expected and unexpected life events (link to developing emotional resilience).
- Different types of legal adult relationships (marriage, cohabitation, civil partnerships) and how they might contribute to personal wellbeing.
- The role of different charities and organisations dealing with mental health or relationships (e.g. 'Mind', 'Relate').
- Recognising the importance of financial wellbeing: the benefits of earning your own money; the importance of budgeting for the future and avoiding debt. The link between money and emotional wellbeing.
- The link between PIES and the world of work; building positive professional relationships; recognising personal worth and achievements (writing a CV, applying for jobs).
- The potential effects of drug use or alcohol on a person's work life.

- How technology such as smartphones and email has improved people's work and social lives; how new technologies can affect people's PIES negatively.

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Appendix 2

How PSHEE contributes towards safeguarding at Cotham

Yr 7:

- Students consider what factors can lead to arguments between children and their parents. Students then are then encouraged to look at the situation from the parental point of view.
- Students have lessons on self-esteem and what effect low and high self-esteem can have on their achievement, happiness and outlook, Then, as a class they produce a mural highlighting things that make them feel good about themselves.
- Students look at a case study of a boy who was bullied and committed suicide as a result. Focus is on the reasons why the boy was bullied and, in particular, the role of bystanders and issues surrounding homophobic bullying.
- Students consider the effect of hormones on the body when puberty occurs. Changes in the body and brain are covered; students come up with techniques on how to cope with hormonal changes.
- Students consider a case study of a teenage mother who decides to keep her baby. They discuss and consider what challenges such a person would face, and how she could have avoided getting pregnant.
- Students think about hazards that might be encountered in and out of school. Focus in particular on keeping expensive technology safe; tips on how to avoid being mugged for your phone; tagging expensive equipment through the 'immobilise' site.
- Safety issues surrounding legal and illegal drugs, with a particular focus on alcohol, smoking and solvents studying scenarios that are high medium or low risk.

Yr 8:

- Students discuss and complete work based on a film 'Fit' produced by Stonewall which focuses on homophobic bullying. Issues include the use of 'gay' as a derogatory term; stereotypical views of what boys and girls are expected to be like; issues surrounding 'coming out'; challenging homophobic attitudes by studying high profile gay people.
- Students work together to produce project work based around politics by setting up a political party and producing a manifesto aimed at attracting the votes of young people. Lessons will also focus on how politics can address issues relevant to young people and consider the skills that might be needed to participate in politics and highlight issues that are important.

Yr 9:

- Students study different issues surrounding alcohol and its usage. Students understand about the relative strength of different alcoholic drinks; alcohol units and 'safe' alcohol consumption for adults; dangers of 'pre-loading' and overdosing; assessing safe and unsafe alcohol scenarios; drink driving and how to prevent it; issues surrounding underage drinking and alcohol addiction.
- Students are taught about the health dangers of illegal drugs. Students research 3 illegal drugs and feedback their findings to the rest of the class. Students also should understand that drugs have positive qualities and that they are only 'bad' if they are

misused. Lessons also cover drugs law and students should understand that there are different classifications that carry different potential penalties.

- Students look at examples of legal drugs (including legal highs) and produce written work summarising the potential risks to health.
- In SRE students have lessons on contraception (including emergency contraception) and respectful adult relationships. They are taught about how to recognise healthy and unhealthy relationships which leads on to issues surrounding child exploitation, coercive relationships, including such topics as forced marriage and domestic abuse. Students are taught about condoms in particular (their advantages and disadvantages; their history; moral issues surrounding the use of condoms).

Yr 10

SRE covers the following:

- Parental relationships: responsibilities and qualities needed to be successful parents, understanding 'Maslow's hierarchy of needs'.
- Marriage: students discuss the importance, or otherwise, of marriage, including good and bad reasons for getting married. Students should also understand the difference between arranged and forced marriage.
- Consent: using a resource pack 'Only Yes means Yes' students should understand issues surrounding consent and appropriate and non-appropriate behaviour in terms of sexual consent. Students consider how pressure can be applied in relationships and that rape and sexual assault is most commonly committed by people who are known to or in a relationship with the victim (acquaintance rape accounts for 91% of rape cases).
- Contraception: students research different methods of contraception and their advantages and disadvantages, using 4YP or Brook websites. They also research STIs, how they are passed on and their respective treatments.
- Students consider the reasons why people embark on sexual relationships. They consider how respect can be shown in relationships and how people can be safe. Students are also shown materials produced by Ceop around the subject of 'sexting' and the sharing of inappropriate sexual images.

Emotional Wellbeing:

- Students produce work on the causes and management of stress. Students research the causes and treatment of a mental illness such as depression.
- Prejudice; causes of prejudice and how discrimination of different kinds can have a negative effect on emotional wellbeing. This is built upon in Preparation/Skills for Working Life.
- Issues surrounding bullying, including in the workplace, with a particular focus on racism and sexism. Students watch 'Hotel Rwanda' and consider how casual racist beliefs can escalate into genocide (with reference also the Holocaust). Students also discuss how attitudes towards women in society could be improved.

Safeguarding and PWL (from GCSE specification)

This includes physical, intellectual, emotional and social aspects. Physical awareness includes state of health, experience of illness and disease and factors which affect physical well-being to include diet and warmth. Intellectual awareness includes an understanding that

individuals may inherit and develop their intellect. Emotional awareness should cover the range of emotions which individuals experience to include happiness, grief and envy. Social awareness should focus on the individual's formal and informal relationships to include working and friendships. Candidates will be expected to recognise that these aspects are interrelated and affect employability. In addition candidates should be able to identify, describe and demonstrate personal qualities, skills, achievements and potential needed to enter and thrive in the working world.

Candidates will be required to understand self-concept. This is based on the beliefs that individuals have about themselves and what they believe others think of them. Candidates should know the factors that affect self-concept i.e. age, appearance, gender, culture, education, emotional development, relationships, sexual orientation and life experiences including work. The effects of these factors on self-concept should be recognised

Candidates are required to understand the need for a healthy lifestyle in order to pass a medical prior to commencing employment and to maintain a good work-life balance. A healthy lifestyle includes:

- Balanced diet
- Regular exercise
- Intellectual stimulation (including work based learning)
- Rest and sleep in sufficient quantities
- Recreation
- Social interaction

Candidates should understand how work may contribute positively and/or negatively to an individual's health. A knowledge and understanding of the short and long-term consequences when making life style decisions which affect personal health and fitness for work, is also required. Candidates should know the causes, symptoms and treatments for stress and depression, and how to identify strategies for prevention and management of these.

The risks of alcohol, tobacco and other drug use should be understood in terms of their effect on physical, intellectual, emotional and social health and subsequent effect on work performance and tenure. Candidates should know how safe choices can be made and how assertiveness skills can be used to resist unhelpful pressure.

The ability to recognise and follow common workplace health and safety requirements is required. The skills necessary to cope with emergency situations e.g. basic first aid procedures to include DRABC, and resuscitation techniques should be understood.

Candidates will be expected to have a basic knowledge of the underlying physiology relating to the cardiac and respiratory systems e.g. arterial blood flow compared to venous flow, the passage of air through the lungs and into the blood.

Candidates should be able to recognise formal relationships such as those at work, between individuals and professionals, or in certain social situations e.g. community roles. Candidates should also be able to recognise informal roles involving family, friends, neighbours and other members of the community.

An awareness of the nature and importance of marriage for family life, bringing up children and the qualities of good parenting and its value to family life and as a major motivator for work should be understood. The impact of separation, divorce and bereavement on families is expected to include their role as work de-motivators.

Candidates should understand that life events affecting relationships can be expected or unexpected to include starting work (expected), redundancy (unexpected). Candidates will be expected to know how individuals and families adapt to these changing circumstances. Sources of available help within the community should be known in terms of their primary purpose e.g. Relate – marriage problems.

Candidates are expected to understand that there is a diversity of different ethnic groups with different cultural backgrounds and beliefs. Candidates should understand what is meant by prejudice, racism, bullying and discrimination. How to challenge such behaviour assertively and apply appropriate strategies to take the initiative in giving and receiving support is also required so that individuals can work cooperatively with a range of people from different ethnic groups and cultural backgrounds.

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